

2016-17

ELLP REPORT

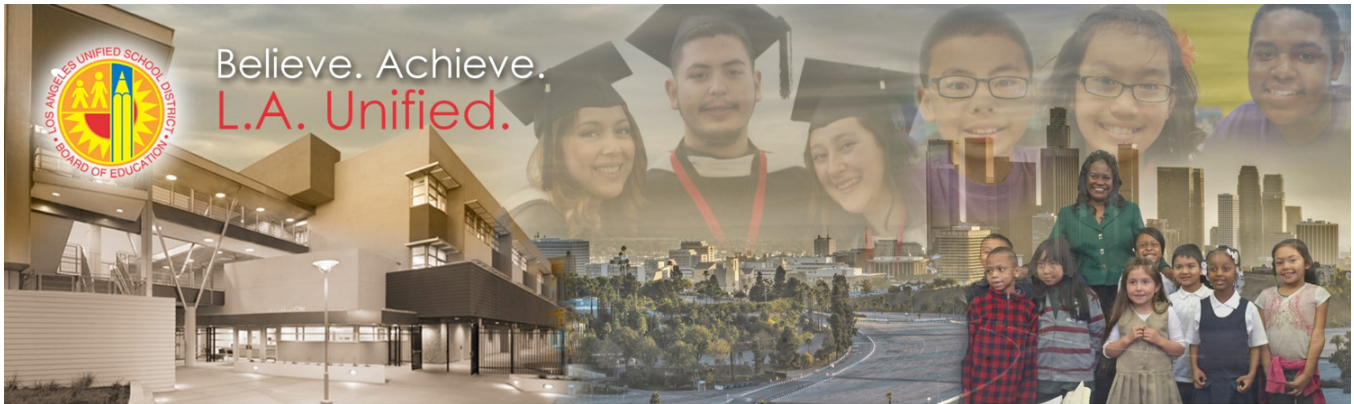
Los Angeles Unified School District
Early Language and Literacy Plan
REPORT 2016-2017

Division of Instruction and Division of Special Education



Michelle King, Superintendent of Schools
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Superintendent's Message

December 2016

Dear Colleagues and Stakeholders,

The employees of the Los Angeles Unified School District believe that each child can achieve great things and that it is our responsibility to provide personalized, high-quality instruction in a caring and welcoming environment. Learning to read is an essential academic achievement that we believe all students are capable of obtaining.

I am a true believer in L.A. Unified. I began in this rich and diverse district as a student. My dreams were fostered by teachers, administrators, and staff who worked tirelessly to ensure I had the tools to succeed. Later, as an educator and now as Superintendent of Schools, I see students like me filled with excitement about learning and striving to achieve their dreams. I also see dedicated staff focused on building collaborative school communities that support the success of the broadly literate scholar.

There are so many students, teachers, and parents with fresh ideas and insights about the work of the District, and I am excited to engage with them and expand on our accomplishments. Through teamwork and a commitment to student achievement, we can continue to build a District that is unified in every way so that our graduates are ready for whatever path they choose.

Sincerely,

Michelle King
Superintendent of Schools

Why Focus on Early Language and Literacy?

Nearly two-thirds of America's fourth graders, 64%, read at levels below proficiency based upon the National Assessment of Educational Progress (NAEP 2015). Reading achievement is particularly low for Latino and African American fourth graders. National literacy assessments reveal that levels of literacy attainment are not much better for 8th or 12th graders or even adults, which is not surprising, given that beginning literacy is highly predictive of later literacy attainment.

Several research studies have demonstrated that early cognitive and linguistic development predict later achievement—even much later. Various measures administered at the preschool and kindergarten levels reveal that patterns of preschool learning are closely linked with reading achievement in the primary grades (Scarborough, 1998). Young children who demonstrate oral language proficiency and early abilities in processing print do better in learning to read in first, second, and third grades (Scarborough, 2001). This means that learning achieved during these early years is likely to be sustained throughout the primary-school years and is an important basis for successful early performance in school.

Success in literacy learning during the primary grades is even more indicative of later literacy achievement. Seventy-four percent of children who perform poorly in reading in third grade continue to do so into high school, further underlining the importance of preparing children to enter school ready to learn (Fletcher & Lyon, 1998). *

*National Institute for Literacy, Developing Early Literacy Report of the National Early Literacy Panel, 2008, page xiv



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“The point is that instruction in foundational skills should be appropriate for the learners and neither delay their progress nor overlook their needs and proceed too rapidly.”

-California ELA/ELD Framework



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Special acknowledgement and gratitude is extended to all individuals participating in the ELLP cohorts of schools: teacher assistants, teachers, coaches, coordinators, parents, administrative assistants, administrators, local district personnel, fiscal services, and all those who have supported the ELLP implementation.

Special acknowledgement and gratitude is extended to the original task group that studied the ELLP model in these six pioneering schools:

68th Street Elementary School
74th Street Elementary School
Loreto Street Elementary School
Leo Politi Elementary School
Valerio Street Elementary School
Western Avenue Elementary School



“Because children who experience difficulty with phonological awareness are likely to have difficulty becoming independent readers and writers, assessment is crucial and should be followed by appropriate additional, highly targeted instruction.”

-California ELA/ELD Framework, 2014

1 Early Language and Literacy Plan

1.1 The ELLP Model

The ELLP model is data-driven and builds the capacity of educators to provide a multi-tiered system of supports designed to accelerate student language development and literacy achievement. Students receive targeted instruction in the California content standards, with an emphasis on foundational reading skills and oral language development, to support their growing independence in using and understanding language and the written code. This is accomplished through teachers collaborating to provide skills-based instruction within flexible, small student groupings. Foundational skills instruction is personalized for students based on student need for acceleration and intervention, as determined by multiple measures.

1. The overarching goal of our ELLP initiative is to ensure that all students read, write, speak and listen with efficiency and accuracy by the age of 9.
2. The percentage of 2nd grade students meeting early literacy benchmarks will increase to 80%+.
3. 100% of elementary school teams will engage in a series of differentiated literacy professional learning courses designed to expand teacher knowledge of foundational literacy instruction and language development.
4. The number of inappropriate student referrals to special education will be reduced.



Course of Study in ELLP

- Engage in collaborative inquiry for student success using data
- Teaching foundational reading skills
- Launching intervention groups with foundational skills supplemental materials
- Learning stations and centers to support phonological awareness
- Book study of the CORE Teaching Reading Sourcebook
- Introduction to the principles of Universal Design for Learning (UDL)
- Multi-tiered System of Supports (MTSS) model implementation
- Foundational skills and literacy for English learners and ELD standards Part III
- Text Reading Comprehension (TRC) assessment and analysis
- Study of Culturally Linguistically Responsive Teaching (CLRT)
- Literacy and language support resources for standard English learners (SEL)
- Music integration for phonological awareness

“There was a lot of valuable information given in both series to support my instruction.”

“It was presented well. I feel I can go back to my site and implement this program.”

-ELLP Participants, Anonymous Survey

265 PARTICIPATING SCHOOLS

IN EARLY LANGUAGE AND LITERACY PLAN (ELLP)



↑ UP FROM 85 IN 2015-16

1.2 Implementation Status Kindergarten-2nd Grade

The Los Angeles Unified School District is in year two of Early Language and Literacy Plan implementation. The development and execution of ELLP has been collaborative, with local district leadership working closely with central office staff, including the Division of Special Education-Coordinating Early Intervening Services, and the Division of Instruction departments: Elementary Instruction, Multilingual Multicultural Education, Dual Language, Early Childhood Education, and Equity, Access and Acceleration.

The implementation of this model in LA Unified has an emphasis on reducing the number of inappropriate referrals to special education specifically for disproportionately represented groups, especially for African-American males.

At this time, a total of 265 schools are involved in ELLP, which represents approximately 48% of all elementary schools in LA Unified. Our vision is that 100% of all schools will be involved as ELLP grows. Each school has a leadership team comprised of a coordinating designee, school administrator, and four teachers, including a special education teacher. Each ELLP leadership team is committed to completing a series of trainings and establishing the model at their school. Currently, 1,350 educators and 265 administrators have engaged in the ELLP learning series.

Participating schools have responded positively to the plan: 98% of ELLP cohort 1 schools elected to continue their participation, 100% of cohort 2 are fully committed, and there are schools interested in joining.

Evaluation Responses Consistently High

This is a snapshot of evaluation feedback from the Summer Symposium 2016.

Summer symposium goals and objectives were met.	92.4% Strongly Agree/Agree
The content was aligned to stated goals and objectives.	93% Strongly Agree/Agree
The session helped me to better understand how to meet the needs of my students (includes target student groups).	84.6% Strongly Agree/Agree
I am confident in my ability to apply what I learned in my role.	85% Strongly Agree/Agree

1.3 Preschool Initiatives

A curricular alignment between the Early Childhood Education Division (ECED) and the early elementary grades is critical because strong alignment establishes student readiness as preschoolers enter kindergarten. For the 2016-2017 school year, a new curriculum was purchased for all of the Early Education Centers (EEC), California State Preschool Programs (CSPP), and Expanded Transitional/Preschool Collaborative Classrooms (ETK/PCC). "Creative Curriculum for Preschool" is a comprehensive, research-based curriculum that features exploration and discovery as a way of learning. The curriculum is also aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks, and is a good match for the Desired Results Developmental Profile 2015 (DRDP 2015), which is used as the assessment tool in all LA Unified early education programs.

The new curriculum helps teachers create a high-quality learning environment and builds a thorough understanding of best practices. The curriculum also helps teachers plan and manage every moment of their day. Rather than theme-based approaches that may last

a week, the new curriculum employs "units of study," which are hands-on, project-based investigations that encompass 6-week periods.

The following units of study sequence will help guide us as we embark on this journey together. This will allow schools and staffs to continue to learn from one another for this inaugural year. It will also create opportunities for common dialogue that will enhance the instruction for our students.

Units of study sequence for this school year:

- Beginning of the Year (4-5 weeks)
- Clothing (6 weeks)
- Trees (6 weeks)
- Reduce, Reuse, Recycle (6 weeks)
- Buildings (6 weeks)
- Balls (6 weeks)

This course of study establishes the foundation for cognitive, social, and physical development in developmentally appropriate ways for 3-4 year olds.

Quality Rating and Improvement System (QRIS) & Quality Start Los Angeles (QSLA)

Ways that QRIS & QSLA are benefitting the District's center-based programs to prepare students for kindergarten:

- An effort to increase children enrolled in high-quality preschool programs.
- Early Education Centers (EEC) professionals receive quality training and professional development that helps prepare young children for success in school and life.
- QRIS and QSLA use a validated rating system (CLASS and ECERs) to show families and the community the work that is being done at each of the participating EECs.
- Each EEC receives a specialized coach to improve the quality of each classroom.
- Qualified EECs receive materials, libraries, content kits, and incentives to enhance programs.

The Quality Rating and Improvement System (QRIS) is a systemic approach to assess, improve, and communicate the level of quality in early and school-age care and education programs. Similar to rating systems for restaurants and hotels, QRIS award quality ratings to early and school-age care and education programs that meet a set of defined program standards. Senate Bill 858 (Chapter 32, Statutes of 2014) authorized \$50 million of Proposition 98 funds for a Quality Rating and Improvement System (QRIS) Block Grant for the support of local early learning QRIS that increase the number of low-income children in high-quality state preschool programs that prepare those children for success in their early school years and life beyond. During the 2014-2015 and 2015-2016 school years, the Early Childhood Education Division participated in the QRIS-Race to the Top – Early Learning Challenge Pilot Grant, funded through the Los Angeles County Office of Child Care and the Los Angeles County Office of Education (LACOE). Our commitment is that all of the children leaving our programs are cognitively and socially ready for kindergarten. The “early learning quality rating and improvement system” or “QRIS” is defined as, “a locally

determined system for continuous quality improvement based on a tiered rating structure with progressively higher quality standards for each tier that provides supports and incentives for programs, teachers, and administrators to reach higher levels of quality, monitors and evaluates the impacts on child outcomes, and disseminates information to parents and the public about program quality.”

As part of the District's commitment to providing the highest quality preschool programs, QSLA provides funding for LAUP coaches, Classroom Assessment Scoring System (CLASS) training, and professional development in 81 of our 86 Early Education Centers. These are some ways that QSLA is benefitting the District center-based programs to prepare students for kindergarten.

1.4 Coordinated Early Intervening Services

Coordinated Early Intervening Services (CEIS) are services provided to children who are not currently identified as needing special education or related services, but who need additional academic or behavioral support to succeed in general education. Research indicates that when early research-based intervention is given, learning outcomes are improved for struggling learners.

The use of 15 percent of IDEA Part B funds over a 27-month cycle for CEIS is required for Local Educational Agencies (LEA) that are identified as: having significant disproportionality based on race or ethnicity; being identified as a child with a disability, including being identified as a child with a particular impairment; being placed in particular educational settings; or the incidence, duration, or type of disciplinary actions. LEAs are required to use the full 15 percent of IDEA Part B funds to provide comprehensive CEIS to children in the LEA, particularly, but not exclusively, to children in those groups that were significantly over identified.

In the 2013-2014 school year, LAUSD was identified as significantly disproportionate in the number of African American students in more restrictive settings, such as special day classes, non-public schools, or other separate settings. As a result, the current CEIS cycle began June 1, 2015 and will end September 30, 2017. In the development of CEIS priorities in LAUSD, four focus areas were identified: accelerating early literacy, addressing behavioral/social-emotional needs, engaging in culturally and linguistically responsive practices, and strengthening connections made between schools to families/homes.

In partnership with the Division of Instruction, the CEIS leadership under the Division of Special Education made the decision to align the four focus areas of the CEIS priorities to the Early Language and Literacy Plan. As a result, significant funding for ELLP cohorts 1 and 2 for the 2016-2017 school year has been provided through CEIS.

This collaborative partnership goes beyond funding. CEIS staff collaborates regularly with the ELLP staff to bring needed support to students. CEIS funded multi-tiered system of supports (MTSS) coaches (2 per Local District) to support the work of the ELLP. The MTSS coaches demonstrate model lessons, provide targeted professional development, and work with school site leadership teams to implement the ELLP Academy model with fidelity.

In addition, support for Culturally and Linguistically Responsive Teaching (CLRT) will be expanded this year to ELLP-CEIS cohorts 1 and 2 schools with CEIS funds. Teachers are provided with robust professional development, coaching, and materials which empower them to validate and affirm their students' home culture and analyze linguistic features and language patterns in building bridges for student success.

Finally, CEIS parent and behavior facilitators provide parent workshops, offer staff training on a variety of behavior-related topics including Second Step implementation, and provide consultation for school leadership teams to fortify sustainable, multi-tiered system of behavioral and social-emotional supports.

1.5 English Learners

Comprehensive ELD

A comprehensive ELD program is an essential companion to effectively addressing the needs of ELs in the ELLP model. At the core of an ELLP model are the pedagogical practices and assessments that are informed by the ELD standards and the ELA/ELD framework. For EL students the emphasis on language is developed through both Designated and Integrated ELD. In ELLP for ELs, Designated ELD accelerates oral language development and is provided daily; the ELD standards are taught in order to amplify the ELA standards.

English Learner Initiatives

The implementation plan defines districtwide outcomes for the implementation of the ELD standards and how they work in tandem with the CA content standards. These outcomes are designed to ensure equity and access for English learners across the district as we build a shared vision of inclusivity and collaboration. A critical principle of the ELD standards is that while advancing along the continuum of English language development levels, English learners at all levels engage in intellectually challenging literacy, content, and disciplinary literacy tasks. Part I: "Interacting in Meaning Ways" focuses on the modes of communication (collaborative, interpretative, productive), explicitly teaching students how to engage to support the literacy development. Part II: "How English Works" helps students to analyze language at the discourse, syntactical, and word level in order to develop literacy. Part III: "Using Foundational Skills" primarily addresses the print concepts, phonological awareness, phonics and word recognition, and fluency that are critical for English learners who need to learn basic literacy. These stan-

dards address the proficiency levels in an ELD continuum of increasing proficiency in language learning and use: Emerging, Expanding, and Bridging.

Title III Coach Program

Title III coaches work to facilitate data analysis and build school capacity to support the instructional program for English learners. They support the implementation of a Comprehensive ELD program by providing on-going targeted PD that is of sufficient intensity and duration to provide a positive and lasting impact on the teacher's performance in the classroom, improve teacher's pedagogical practices, and facilitate grade-level/content area professional learning communities with a focus on providing high quality language instruction to ELs as outlined by the CA ELD standards, the ELA/ELD framework, and the CA content standards. Title III coaches support the same teachers that participate in the ELLP through facilitation of a Comprehensive ELD program. Using the ELD standards and the CA content standards to guide instruction for ELs, coaches support the ELLP model to accelerate the language development of English learners.

Master Plan

The Master Plan provides guidance to implement consistent, effective systems and instructional practices that support all English learners. At its core is student learning and achievement. It describes the systems used for monitoring, evaluation and accountability, and how students can become proficient in English to access challenging curriculum. One criterion for becoming proficient in English is meeting literacy benchmarks. The goals of the Master Plan and ELLP are aligned in literacy and language goals for ELs.

“LAUSD recognizes that English learners have a double curricular load—they must become proficient in academic English, and they must master all the academic content required of all students in California. This means that English learners require additional services to ensure that they acquire English and have access to the full curriculum in a way that makes instruction comprehensible and meaningful. English learners are given excellent first teaching in the content and given services above the core instruction to ensure that their linguistic and academic needs are met.” -Master Plan (2012)

1.6 Standard English Learners (SEL)

The Academic English Mastery Program has designed and continues to deliver a two-hour workshop on strategic language and literacy support for standard English learners. These workshops provide an understanding of the linguistic markers of SELs that are often viewed as “mistakes” rather than home language orientations. Once educational leaders are aware of these markers, this consciousness leads to a mindful implementation of a responsive instructional environment and improved outcomes on districtwide early literacy assessments: DIBELS, Text Reading Comprehension, and English Language Arts interim assessments.

Culturally Linguistically Relevant (CLR)/SEL workshops are delivered by the SEL program administrator, SEL coordinators, SEL specialists, and SEL coaches in each Local District. The AEMP team has trained to date over 1,000 administrators, teachers, and coaches in ELLP cohorts 1 and 2.

After attending the CLR/SEL workshops, participants are able to:

- Identify standard English learners in their classrooms
- Identify linguistic features of SEL languages, using the common rules lists
- Analyze multiple data points where linguistic features might impact student achievement
- Increase student engagement through CLR responsive management and environment

- Participate in “make and take” SEL language learning stations that should be used during the ELLP academies to improve outcomes for SELs

CLR and ELLP Fellowship

This course will consist of working with 70 TK-2 grade educators at cohort 1 and 2 ELLP schools on five Saturdays to provide 30 hours of instruction on strengthening language and literacy through the use of CLR. In addition to the 30 hours of in-seat instruction, 30 hours of job-embedded homework will be assigned to create culminating tasks that can be utilized districtwide to support early literacy. The proposed dates for this course: February 4, March 4, 11, and 25. Participants will receive a stipend, CLR library, a Toggle Talk Contrastive Analysis Kit, and instructional resources to support targeted language instruction for standard English learners. Selected participants will have an opportunity to highlight their published projects on the Academic English Mastery Program webpage.

Network Series CLR and ELLP

This series will be designed to deepen the understanding of CLR pedagogical areas with an emphasis on responsive classroom management, responsive literacy, language development, and vocabulary development. Each local district will host five 2-hour sessions of professional development. This series will be developed for 200, TK-2 grade educators.

Participants will be paid for 10 hours, receive 10 culturally and linguistically responsive book titles, a textbook for code switching, make-and-take stations, and instructional materials for standard English learners. In addition to the course requirements, teachers will be videotaped demonstrating targeted language support for standard English learners. The culminating event will be a video library of mini grammar lessons that support the acquisition of standard and academic English.

SEL Language Symposium

The goal of the SEL Language Symposium is to take a deep dive into SEL Languages. As we learn more about the students' languages, we will design opportunities to validate and affirm the linguistic patterns of SELs, in order to build a bridge for students to acquire standard English for success in school. This 4-hour workshop will be presented by UCLA Center X faculty, the Center for Culturally Responsive Teaching and Learning, and the Academic English Mastery Program.

LAS Links Full Test Administration

[Standard English Learners Fall 2016 and Spring 2017, Grade 2 at 52 ELLP/AEMP Schools]

In order to obtain an accurate picture of the Language proficiency and needs of standard English learners, the LAS Links performance assessment will be given to second graders to provide an Academic Language Proficiency Level for EO and IFEP students to ensure these students receive the support they need to acquire academic English.

A Special Note on Dual Language Programs

Dual Language and Bilingual Programs are growing in an effort to offer alternative instructional models, tailored to meet the diverse needs of LAUSD students. "California has the opportunity to build on the linguistic assets that our English learners bring to public schools while also supporting the acquisition of biliteracy and multiliteracy in students whose home language is English" (CA ELA-ELD Framework, 2014, pg.2). Dual Language and Maintenance Bilingual Program students are studying to be biliterate in Spanish and English. Therefore the curriculum must provide for students K-5 to attain foundational skills and deep literary and writing skills from excellent models in both Spanish and English. In addition, students in Transitional Bilingual Education programs will need resources in grades 3-4 to support their transition into core English language instruction.

2 History and Current Data

2.1 Background

The overarching goal of this plan is to ensure that all students read, write, speak and listen with efficiency and accuracy by the end of second grade. Strong literacy and language skills across the disciplines are at the center of the realization of college and career readiness for all students. The idea of emergent literacy implies a continuum between pre-reading and reading, in which literacy-related behaviors and activities taking place during the preschool years are essential aspects of the course of literacy development. Researchers, Storch and Whitehurst, found that code-related skills and oral-language skills play their most significant role at different points during the development of reading ability, stressing the importance of an aligned preschool through grade two. Researchers also found that “(a) the relationship between code-related precursors and oral language is strong during preschool; (b) there is a high degree of continuity over time of both code-related and oral language abilities; and (c) during early elementary school, reading ability is predominantly determined by the level of print knowledge and phonological awareness a child brings from kindergarten. Code-related skills represent children’s knowledge of the rules for translating writing into meaningful sounds, and oral language skills reflect more general ability and knowledge that support comprehension (Chan and Sylva, 2015).”

The LAUSD Board of Education passed a board

resolution in September of 2013 requiring the “development of a framework based on educational standards, curricula, assessment and professional development that are strongly aligned across high-quality pre-kindergarten, kindergarten, first, second and third grades.” The goal of this resolution was to seamlessly align a high-quality system of early learning across early childhood and elementary education. The resolution required an alignment and articulation task group to come together to provide input into the development of the plan. The Board resolution aligns with the California English Language Arts/English Language Development Framework for California Public Schools and the California Preschool Learning Foundations documents, which both call for the seamless transitions from preschool, transitional kindergarten, kindergarten, and 1st grade.





The task group consisted of teams comprised of TK–3rd grade personnel, central office staff, local district personnel, parent network staff, school site administrators, teachers, and preschool administrators, teachers, and community. These teams met regularly to address the alignment of curriculum, assessment, instruction, and professional development.

The framework is based on the concepts outlined in the California English Language Arts/English Language Development Framework adopted in July of 2014. The ELA/ELD Framework calls for the strands of reading, writing, speaking and listening, and language to be integrated among themselves and across all disciplines. It also calls for the seamless linking of the ELD standards to the ELA standards across all disciplines recognizing that language and literacy are interwoven and provide the foundation for all learning.

The Early Language and Literacy Plan was developed based on the following guiding principles:

1. [Effective preschool programs set students on a pathway of successful language, literacy, and numeracy learning.](#)

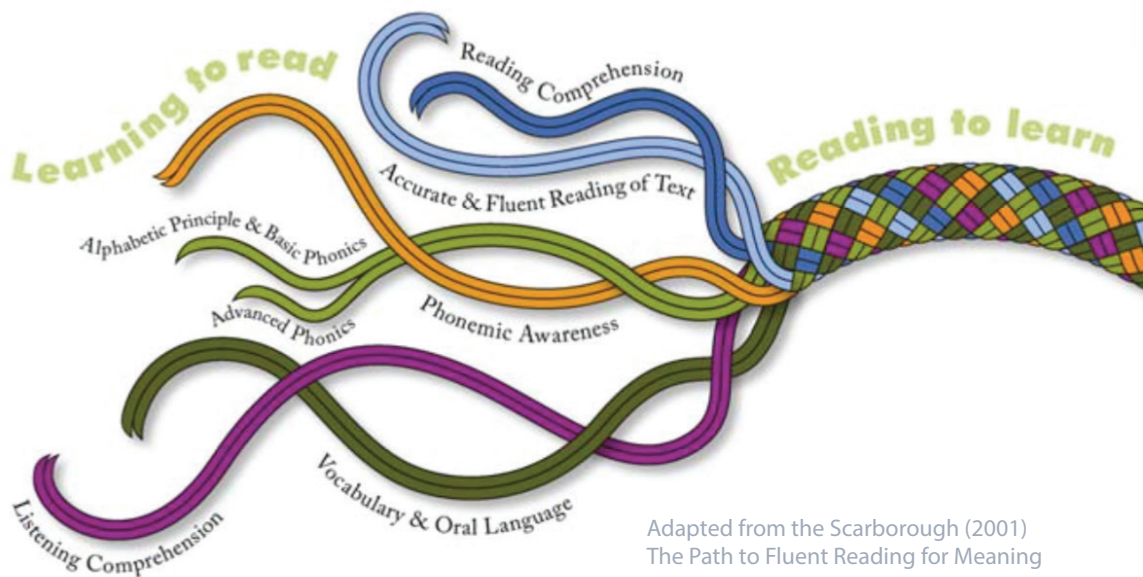
Preschool programs should:

- a. Provide developmentally appropriate practice;
- b. Focus on oral language development, listening comprehension, and pre-literacy and numeracy skills;
- c. Provide an emphasis on developing children’s self-regulation, engagement, and focused attention.

2. [Transitional kindergarten provides an additional year of early education to the youngest of kindergarten age students with the goal of promoting school readiness.](#)

Transitional kindergarten programs should:

- a. Provide developmental appropriate instruction;
- b. Focus on oral language skills, speaking and listening standards, pre-literacy and literacy skills;
- c. Instruct using both the Preschool Learning Foundations and the California content standards.



3. Kindergarten and 1st grade are the foundational grades for language and literacy development.

K-1 programs should:

- a. Closely monitor assessment data in language and literacy to ensure students are on track for meeting benchmarks;
- b. Explicitly teach oral language, phonological awareness, phonics and word study, fluency, and comprehension throughout the day;
- c. Use a multi-tiered system of supports which supports response to instruction and intervention programs and systematic programs.

This plan calls for the restructuring of how time and instruction are used at the primary level in elementary schools. This is required as the data shows limited growth in language or literacy over the last three years. If the current data stays the same, the district will demonstrate the same level of proficiency as the past several year-- approximately 64% of students meeting proficiency in literacy and about 35% of students meeting language goals by the end of 2nd grade.

The Early Language and Literacy Plan is grounded in the understanding that to effectively alter the language and literacy trajectory for the students of LAUSD, schools must nurture our culture of language and literacy. This requires a new look at TK-2 instruction based on a multi-tiered system of supports that integrates language and literacy throughout the school day. Language, literacy, and numeracy are the primary goals of TK-2 instruction and should be taught through all content areas. Schools must integrate the teaching of language and literacy with the content standards of History/ Social Science, Science, Health, Art, and Physical Education.

The goals for this restructuring are as follows:

- 80% or more students meet literacy and language benchmarks by the end of 2nd grade by 2019,
- Reduction in the number of inappropriate special education referrals,
- Increase in the number of English learners that achieve one year's language growth in one year's time as measured by the CELDT.

A Special Note on Early Education

Early Education is a valuable part of all comprehensive learning programs. To ensure that all children are on the path to college and career readiness, we must establish a foundation that prepares children not only for kindergarten, but for life in the 21st Century. A compelling body of evidence, compiled by respected experts over decades, confirms that high-quality early learning can substantially improve children's cognitive and social skills, and foster a lifelong love of learning, for greater success in K-12 that will set them on a path to college and careers.

A child's early language environment plays a critical role in his/her listening and spoken language development. For children living in poverty, there is a well-documented inequity in their early language experience. By age three, disadvantaged children have heard approximately thirty million fewer words than their more affluent counterparts. Without early education programs, children growing up in low-income households lose ground to their more affluent peers. In the early years of a child's life, young children have the ability to develop core academic knowledge in pre-literacy and early math, while also developing important learning skills such as paying attention, managing emotions, problem solving, and building resiliency towards task completion. These cognitive and social emotional skills that are fostered through the district's early education programs help prepare them for their future educational journey.



Current Data: Early Basic Literacy Skills

2.2 Current Data Reality

As the second largest district in the nation, the LA Unified enrolls more than 528,000 students in kindergarten through 12th grade (not including independent charter schools), at over 900 schools and 274 public charter schools. The boundaries spread over 720 square miles and include the mega-city of Los Angeles as well as all or parts of 31 smaller municipalities plus several unincorporated sections of Southern California. LA Unified has a large majority of minority students.

LA Unified serves approximately 31,280 students in preschool programs, 10,281 in transitional kindergarten, and 145,644 in grades K-2.

In all, 93 languages other than English are spoken in LA Unified schools. The District has 141,490 students who are learning to speak English proficiently. Primarily their home languages are Spanish (92.8% of English learners), Korean, Armenian, Tagalog, Cantonese, Arabic, Vietnamese, and Russian.

The literacy trend data for 2013-2015 has indicated minimal growth by all subgroups at the end of 2nd grade. The percentage of all 2nd grade students scoring benchmark on the 2016 end-of-year DIBELS increased by 1% over the previous year. This current status is alarming and has translated into our acute sense of urgency in the ELLP implementation.

“In today’s schools, too many children struggle with learning to read. As many teachers and parents will attest, reading failure has exacted a tremendous long-term consequence for children’s developing self-confidence and motivation to learn, as well as for their later school performance. While there are no easy answers or quick solutions for optimizing reading achievement, an extensive knowledge base now exists to show us the skills children must learn in order to read well. These skills provide the basis for sound curriculum decisions and instructional approaches that can help prevent the predictable consequences of early reading failure.”

-Put Reading First (2001)

2nd Grade Students Meeting Early Literacy Benchmarks*

Percentage of 2nd Grade Students Meeting Early Literacy Benchmarks	2012-2013	2013-2014	2014-2015	2015-2016
All Students	64%	65%	65%	66%
Socioeconomically Disadvantaged	60%	62%	61%	63%
African-American	61%	64%	61%	63%
Latino	59%	62%	62%	63%
Students with Disabilities	33%	36%	26%	31%
Foster Youth	No data available	No data available	50%	No data available
Fluent English (EO, IFEP, RFEP)	77%	79%	78%	79%
English Learners (ELD 1-3)	32%	33%	33%	30%
English Learner (ELD 4-5)	69%	71%	69%	70%

*As measured by Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment.

ELLP Cohort 2 Schools

CENTRAL	EAST	NORTHEAST	NORTHWEST	SOUTH	WEST
24th Street	1st Street	Apperson	Blythe	107th St	52nd St
Aldama	Breed	Arminta	Canoga	109th St	42nd St
Alexandria	Brooklyn	Beachy	Capistrano	118th St	Angeles Mesa
Allesandro	Corona	Bellingham	Chase	135th St	Arlington Hts
Aragon	Eastman	Brainard	Danube	15th St	Brockton
Ascot	El Sereno	Burton	Darby	186th St	Budlong
Bushnell Way	Escutia PC	Canterbury	Dearborn	66th St	Carson-Gore
Estrella	Fishburn	Coldwater	Fullbright	75th St	Carthay Ctr
Glassell Pk	Florence	Coughlin	Garden Grove	92nd St	Charnock
Gratts	Garza PC	Dyer	Germain Acad	96th St	Cienega
Harmony	Glen Alta	El Dorado	Gledhill	99th St	Cimarron
Hobart	Hamasaki	Erwin	Hart	Annalee	Coliseum
Hooper	Harrison	Glenwood	Haskell	Baca Acad	Crescent Hts
Hooper PC	Hughes	Haddon	Knollwood	Bandini	Grand View
Huerta	Latona	Hazeltine	Liggett	Broad	Grant
Jones	Liberty	Herrick	Limerick	Cabrillo	Harvard
Lizarraga	Marianna	Hubbard	Napa	Compton	Kingsley
Logan K-8	Murchison	Morningside	Nevada	Dominguez	La Salle
Mack	Rowan	Noble	Newcastle	Figueroa	Loyola Village
Main	Roybal-Allard	O'Melveny	Parks	Fries	Ramona
Mayberry	San Antonio	Osceola	Parthenia	Gardena	Shenandoah
Normandie	Sierra Park	Oxnard	Plummer	Grape	Stoner
Norwood	Soto	Plainview	Pomelo	Griffith Joyner	Van Ness
LaMotte	Stanford	Roscoe	Primary Acad	Hawaiian	Vine St
RFK Global	Stanford PC	Sendak	Reseda	Knox	West Athens
Sally Ride	State	Stonehurst	San Jose	Manchester	Western
Trinity	Sunrise	Sylvan Park	Sunny Brae	Moore MST	Wilshire Crest
Vermont	Tweedy	Vena	Superior	Ritter	Wilshire Park
Wadsworth	Utah	Victory	Vanalden	Russell	Woodcrest
Weemes	Vernon City	Vista del Valle	Winnetka	South Park	YES Acad

ELLP Cohort 1 Schools

CENTRAL	EAST	NORTHEAST	NORTHWEST	SOUTH	WEST
20th St	2nd St	Broadous	Alta California	112th St	54th St
28th St	Albion	Camellia	Anatola	68th St	59th St
49th St	Anton	Cardenas	Bassett	93rd St	74th St
Atwater	City Terrace	Columbus	Cantara	Barrett	95th St
Aurora	Elizabeth LC	Fernangeles	Chatsworth Park	Barton Hill	Bradley GAM
Buchanan	Escalante	Kittridge	Cohasset	Flournoy	Hillcrest
Lake St. PC	Heliotrope	Korenstein	Emelita Chtr	Graham	Lawson
Lexington PC	Holmes	Lankershim	Gault	Gulf	Loyola Village
Lockwood Ave	Huntington	Obama	Granada CC	McKinley	Marvin
Los Angeles	Madison	San Fernando	Langdon	Meyler	Saturn
Mariposa-Nabi	Malabar	Sharp	Lassen	Miller	Virginia Rd
Menlo Ave	Maywood	Strathern	Panorama City	Miramonte	
Rosemont	Montara	Sylmar	Santana Arts	Weigand	
San Pedro St	Pacific Bl	Telfair	Serrania Chtr		
White	Park Sheridan	Van Nuys			

3 Recommendations & Tasks



Put Reading First

3.1 Structure

The task groups for TK-2 called for a restructuring of the elementary school day guided by the data. This calls for a paradigm shift, moving from a culture where time and instruction are constant and outcomes are varied, to a construct where time and instruction are varied based on the data, and student outcomes are constant. The new paradigm would allocate time to reading and ELD based on the language and literacy data. Some students will need additional time and some may need less. This is in alignment with the California ELA/ELD Framework, which states, “sufficient time should be allocated to instruction in ELA/literacy and, as appropriate ELD, as well as to instruction in other content areas. For self-contained classrooms, this means that adequate time is allocated to the language arts so that students gain proficiency in the CA content standards for ELA/Literacy and, as appropriate, the CA ELD Standards. In other words, sufficient time is provided for teaching and practicing new skills in each of the essential components of quality ELA/literacy and ELD.”

Recommendations and Tasks

1. Provide guidelines for schools on the flexibility of the allocation of time and instruction to ensure all learners have sufficient time and appropriate instruction to acquire language and literacy skills.
2. Provide guidance to schools to ensure the most effective teachers of language and literacy are teaching the earliest learners.

3. Provide guidance to schools as to the alignment of physical, fiscal, and personnel resources to budgets.
4. Universal Design for Learning is understood and established as a key area of professional learning for educator training, and implemented in all schools.
5. A multi-tiered system of supports is developed that supports response to instruction and intervention approaches and systematic provision of instruction and intervention.
 - Develop a policy bulletin outlining the instructional program and minutes for elementary programs.
 - Provide professional development on processes for scheduling using varied approaches.
 - Develop a policy statement as to the expected instructional program for transitional kindergarten.
 - Develop a TK report card that supports the Preschool Learning Foundations and the CA content standards.
 - Provide professional development modules on the concept and process of Universal Design for Learning and established it as a key area of professional learning for educator training and is implemented in all schools.

Recommendations and Tasks

3.2 Assessment & Assessment Schedule

There are a variety of tools used for measuring students' growth and development. An alignment document is found in the Appendix that demonstrates the progression of assessment from preschool-2nd grade.

Transitional Kindergarten

- Oral language assessment

Kindergarten-2nd Grade

- Dynamic Indicators of Basic Literacy (DIBELS)
- Text Reading and Comprehension (TRC), as appropriate
- Interim Assessment – Writing Task
- Interim Assessment – Math Task

Assessment Schedule

The comprehensive assessment program calendar and assessment windows are aligned to allow teachers to complete all assessments – with dedicated data analysis time, data days, and prior to parent conferences.



Recommendations and Tasks

3.3 Curriculum

An effective early literacy program is grounded in the development of oral language, phonological processing, and print knowledge. All of these are prerequisites to reading. Children who arrive at school with weaker verbal ability and literacy knowledge are much more likely than their peers to experience reading difficulties. Instructional practices that support early literacy development include, but are not limited to:

- Differentiated small group instruction
- Oral language development
- Read Alouds
- Guided Reading
- Explicit dedicated instruction in oral language, phonological awareness, phonics, and word recognition
- Writing instruction
- English language development (as appropriate)

A strong focus in preschool, transitional kindergarten, and kindergarten is the development of oral language as a precursor to reading, writing, speaking, and listening. Dedicated time for oral language development will support all students.

Recommendations and Tasks

1. Teachers of preschool, transitional kindergarten, and kindergarten are provided with professional development together in the development and instruction of oral language.
2. Teachers are provided with professional development opportunities in effective instructional practices for early instruction. Working through instructional networks, bring preschool, transitional kindergarten, and kindergarten teachers together for PD on the development of oral language.
3. Preschool and transitional kindergarten teachers are provided joint professional development opportunities on the developmental sequences in which young children gain specific concepts, skills, and abilities.
 - Create various instructional modules which model the developmental sequences found in the Preschool Foundational Learning standards and the CA content standards.
 - Create various instructional modules that model effective instructional practices.

Recommendations and Tasks

3.4 Professional Development

Changing a paradigm for the varied use of time and instruction, with outcomes as a constant, requires a multi-year process. Professional development to lead schools along that path must be differentiated and targeted based on multiple school data points, student language and literacy achievement, instructional observations, and teacher identified needs. School leadership teams must identify the needs and focus for the year and provide the tools and support to delve deeply into effective practices using a Plan-Deliver-Reflect-Revise inquiry model.

As a baseline, all school leadership teams must receive professional development on how to analyze multiple data points to guide school-wide, grade-level, and teacher practice: language, literacy, and math data; student work samples; and instructional practices.

The understanding of the analysis of language and literacy data is critical for teachers as they closely monitor the literacy progress of students. The professional development should progress from preschool through grade 2 with a focus on using data to inform practice.

4 Appendix

4.1 Attachment A

ELLP Cohorts #1-2

4.2 Attachment B

ELLP Launch Guide

4.3 Attachment C, C2

Professional Development Plan

4.4 Attachment D

Standards PLF-TK Alignment

Digital Copy of Appendix

<http://tinyurl.com/ELLP-Report-Attachments-A-D>

Tutorial Videos

<http://tinyurl.com/ELLPVideos>

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